

**Scotland's Census 2021
Travel to Work or Study Topic Report**

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1. Main Points

- Questions on travel to work have been included in Scotland's Census since 1951 and questions on travel to study have been included since 2001.
- In the topic consultation NRS proposed to continue collecting information on travel to work or study due to strong user need being identified for:
 - production of origin-destination statistics;
 - transport planning and modelling;
 - transport and active travel strategies;
 - policy and investment decisions;
 - determining housing market and travel to work areas.
- Findings from 2011 data related to:
 - respondents giving their home address;
 - respondents not understanding that the questions referred to education as well as work;
 - the method of processing addresses where the work/study postcode given was the same as the home postcode.
- Question development has focussed on reviewing the questions to improve data quality.
- Research and analysis support taking a question set on travel to work or study further at this stage.
- The digital first approach for 2021 requires further development and user testing to fully understand the best way to present the questions online to maximise response, minimise respondent burden and ensure good quality data which meets user needs. An on-going programme of question development, focusing on sensitive or complex questions will further inform the specific question wording.

2. Introduction

This topic review sets out the evidence gathered in developing a travel to work or study question set for Scotland's Census 2021.

Question development for the 2021 Census began in 2015. An iterative and comprehensive process of user consultation, evaluation and prioritisation of user requirements, and qualitative and quantitative question testing has been carried out to inform decisions on the questions to be recommended for inclusion in the 2021 Census. More information about [research and preparation](#) and [question development](#) for Scotland's Census 2021 can be found online.

The 2021 Census will be digital first. The Census 2021 questionnaire must gather high quality data that meets user needs. More information about [key elements of the design](#) for 2021 can be found online.

Two frameworks have been published by National Records of Scotland (NRS) to evaluate the effectiveness of [question design for existing, alternative and new questions](#) (PDF) and to evaluate the effectiveness of [question design of tick box response options](#) (PDF).

Questions and their response options are evaluated against five main themes:

Strength of user need

- ✓ Data collected by the census must meet a user need for equality monitoring, policy development, resource allocation and/or service planning and delivery.

Suitability of alternative sources

- ✓ Data collected by the census must meet a user need that cannot be met elsewhere.

Acceptability, clarity and data quality

- ✓ Questions asked in the census must be acceptable to the majority of the public, clear and be designed with minimal respondent burden in order to obtain good data quality that meets user needs.

Comparability

- ✓ Data collected by the census should be comparable over time where possible, and harmonised across the UK where reasonable.

Operational considerations

- ✓ Census questions must be considered as part of the census as a whole, where effective digital and paper design, space and financial constraints must be considered. Additionally, some questions may be required for operational purposes in the process of conducting the census.

The final decision on the content of Scotland's Census 2021 questionnaire will ultimately be made by the Scottish Parliament.

As in previous years, there will be separate censuses conducted by the Office for National Statistics (ONS) in England and Wales, and the Northern Ireland Statistics and Research Agency (NISRA) in Northern Ireland. The three census offices work together to develop a set of questions that, wherever possible and necessary, will deliver harmonised outputs across the UK.

3. Background

Address of place of work or study is used (along with home address) to explore the relationship between where people live and where they work or study. Used in conjunction with information from the method of travel question, the data helps to identify commuter patterns and routes and provide a reliable indicator for the demands placed on public and private transport. Information about the use of this data for Origin-Destination statistics can be found on the Scotland's Census website.

It is used to inform the balance of housing and jobs in particular areas and assess the need for services such as new schools. Information on where people live and work is used by government departments to define "Travel to Work Areas" - these are approximations of self-contained labour markets and are the smallest areas for which unemployment rates are published. Collecting information on both work and study address enables a more accurate count of daytime populations to be obtained, which is particularly useful for areas accommodating universities and businesses. It also allows the differences in travel patterns between these groups to be compared.

3.1 Previous Scotland's Census Travel Questions

Figure 1. Scotland's Census 2001 Travel to Work or Study Questions

10 What address do you travel to for your main job or course of study (including school)?

♦ Answer for the place where you spend most time for work or study.
♦ If you report to a depot, write in depot address.

Not currently working or studying ➔ Go to 12

Work or study mainly at or from home ➔ Go to 12

No fixed place

Work on offshore installation, please use the address panel below to write in where you travel offshore from, for example "ABERDEEN"

The address below please write in

_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|

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Postcode

_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|

11 How do you usually travel to your main place of work or study (including school)?

♦ one box only.
♦ the box for the longest part, by distance, of your usual journey to work or study.

Underground, tube, metro or light rail Passenger in a car or van

Train Motor cycle, scooter or moped

Bus, minibus or coach (public or private) Bicycle

Taxi or minicab On foot

Driving a car or van Other

Figure 2. Scotland's Census 2011 Travel to Work or Study Questions

11 What address do you travel to for your main job or course of study (including school)?

- ◆ Answer for the place where you spend the most time.
- ◆ If you report to a depot, please write in the depot address.

Not currently working or studying → Go to **13**

Work or study mainly at, or from, home → Go to **13**

No fixed place

Work on an offshore installation - please use the address panel below to write in where you travel offshore from, for example "ABERDEEN HARBOUR"

The address below, please write in

Postcode			

12 How do you usually travel to your main place of work or study (including school)?

- ◆ Tick one box only.
- ◆ Tick the box for the longest part, by distance, of your usual journey to work or study.

Driving a car or van

Passenger in a car or van

On foot

Bus, minibus or coach

Train

Underground, subway, metro, light rail or tram

Taxi

Bicycle

Motorcycle, scooter or moped

Other

There were some minor changes to the method of travel question response options between Scotland's Census 2001 and Scotland's Census 2011. These changes were made so that the response options would reflect the incidence of the different methods of transport used in Scotland in 2011.

3.2 Findings from 2011 Data

The Census Quality Survey (CQS)¹ was a voluntary survey carried out after the census to measure the accuracy of responses in the census. The agreement rates can be found in Chapter 09 of the [2011 General Report](#) (PDF).

The CQS found the quality of the data collected by the method of travel to work or study question to be lower than for the majority of questions:

- The CQS agreement rate was 89.9%;
- The item non-response rather for this question was higher than for the majority of questions at 8.6%.

The CQS found the quality of the data collected by the method of travel to work or study question to be high:

- The CQS agreement rate was fairly high at 97.1%;
- The item non-response rate for the method of travel to work or study question was low at 2.2%.

Findings from 2011 noted the following:

- School children with no study address

In the Scotland's Census 2011 dataset, there were almost 12,000 four and five year olds who were reported to be full-time students at the question which asks 'Are you a schoolchild or full-time student?' but when asked for their study address were reported to be 'not currently studying'. These respondents were excluded from outputs on travel to work or study.

- Students studying from home

There were approximately 78,000 students aged 16 or under who reported they studied from home. This figure is much higher than Scottish Government estimates of home-schooled students, and is probably a result of the respondents misunderstanding the question and giving the place where they study or do homework instead of the way they travel to the place of study.

In many cases respondents who were recorded as studying from home had provided a valid study address (e.g. address of a school), but had given their home postcode. Some of this is likely to have been caused by respondents not knowing the postcode of the study address.

When this data was processed, an early step was to check whether the postcode provided at Q11 was the same as the home postcode. If the postcodes were the same, the respondent's answer to Q11 was set to 'studying from home'.

¹ The survey asked a sample of the population the same questions as were asked in the census. Answers between the census and the CQS were compared and where responses differed, follow-up questions were asked of the respondents to determine why this was. Agreement rates were calculated for each question: the percentage of CQS respondents that gave the same response to the census and the CQS question.

- Working from home

It is possible that this number is higher than in reality because people might have misunderstood the question. For example, there will be people who run their own businesses, are self-employed (tutors, hairdressers, etc) and they might have answered 'working from home' although they would travel to wherever their clients are, therefore, it should have been 'no fixed place' rather than 'working from home'.

3.3 Travel questions in other UK 2011 censuses

The questions asked by the ONS (in England and Wales) and NISRA (in Northern Ireland) are shown in Figures 3 and 4 below.

ONS only ask about travel to place of work and collect this of all people aged 16 and over. NISRA collect travel to place of work or study data and collect this of all people.

Neither ONS nor NISRA collected addresses for those working offshore in 2011.

Response options are ordered differently by ONS, NISRA and NRS, reflecting country specific circumstances.

Figure 3. ONS Travel Question Set 2011

40 In your main job, what is the address of your workplace?

➤ If you work at or from home, on an offshore installation, or have no fixed workplace, tick one of the boxes below

➤ If you report to a depot, write in the depot address

_____ Postcode _____

OR Mainly work at or from home

Offshore installation

No fixed place

41 How do you usually travel to work?

➤ Tick one box only

➤ Tick the box for the longest part, by distance, of your usual journey to work

Work mainly at or from home

Underground, metro, light rail, tram

Train

Bus, minibus or coach

Taxi

Motorcycle, scooter or moped

Driving a car or van

Passenger in a car or van

Bicycle

On foot

Other

Figure 4. NISRA Travel Question Set 2011

43 What address do you travel to for your main job or course of study (including school)?

➤ Answer for the place where you spend the most time.

➤ If you report to a depot, write in the depot address.

Not currently working or studying → Go to **45**

Work or study mainly at or from home → Go to **45**

No fixed place

Offshore installation

The address below, write in

Country _____

Postcode _____

44 How do you usually travel to your main place of work or study (including school)?

➤ Tick one box only.

➤ Tick the box for the longest part, by distance, of your usual journey to place of work or study.

Train

Bus, minibus or coach (public or private)

Motorcycle, scooter or moped

Driving a car or van

Car or van pool, sharing driving

Passenger in a car or van

Taxi

Bicycle

On foot

Other

3.4 Alternative Sources

Since 2012, a set of core questions has been used to provide information on the composition, characteristics and attitudes of Scottish households and adults across a number of topic areas through the three largest surveys in Scotland:

- the [Scottish Household Survey](#) (SHS)
- the [Scottish Health Survey](#) (SHeS)
- the [Scottish Crime and Justice Survey](#) (SCJS)

A set of core and harmonised questions is recommended in order to provide comparable estimates across Scotland. More information can be found on the Scottish Government website ([Core Survey Questions](#)).

The harmonised questions included a question on method of travel to work or study, but do not include a question on work or study address.

The SHS collects work place address but not study address. It also collects method of travel to work or study.

The Labour Force Survey (LFS) asks about method of travel to work (not study) but does not ask about the address travelled to. The LFS also asks about how long the journey to work usually takes.

Neither the SHS nor the LFS question are identical to the census questions and the data from them is not available at a low enough geography to meet identified user needs.

4. Understanding user need

4.1 Topic Consultation

NRS invited views on [Scotland's Census 2021 – Topic Consultation](#) between 08 October 2015 and 15 January 2016. The consultation was a key step towards understanding what information users will need from the census in 2021, and helped to build strong cases to justify the inclusion of topics. The focus of the consultation was on information required at topic-level, not the detail of the questions that should be asked on the questionnaire.

Following the consultation, NRS worked closely with stakeholders through follow-up events, meetings, focus groups and online surveys to gather more detailed information about data requirements to ensure user needs were understood. Information about these events can be found on our [Events and workshop pages](#) on Scotland's Census website.

There were 36 responses received through the topic consultation on the subject of travel to place of work or study. A summary of these responses can be found in the [Topic Consultation Report](#) (PDF).

Stakeholders identified that census information on travel to place of work or study is needed to:

- produce origin-destination statistics;
- determine housing market and travel to work areas;
- inform transport planning and modelling;
- inform transport and active travel strategies; and
- inform policy and investment decisions.

In the [Topic Consultation Report](#), NRS proposed to continue to collect information on travel to work or study in Scotland's Census 2021.

NRS proposed to undertake question development work to improve data quality.

During the Topic Consultation some concern was noted by users about the effect on data quality of asking combined questions on travel to both work and study and so NRS proposed to undertake work to look at asking two separate pairs of questions for potential inclusion in 2021: one for work and one for study.

NRS investigated the possibility of asking two pairs of questions. As part of this investigation data quality and respondent burden were considered. While Scotland's Census 2021 will be primarily online, a paper questionnaire will still be produced. Therefore, space constraints for the paper questionnaire were also considered.

The outcome of this investigation was that, while data quality may be improved by asking two separate pairs of questions, the increase in respondent burden and the amount of space taken up in the paper questionnaire would outweigh the benefits.

Therefore, NRS intend to improve the data quality through guidance and question wording.

4.2 Further Stakeholder Engagement

As follow-up to the Topic Consultation, an [Education and Labour Market Topic Event](#) was held on 19 December 2017, to conduct further discussion with stakeholders on their needs from these topics. This event covered the Travel question set as part of the labour market topic.

Stakeholders indicated that:

- for offshore workers it was very important to know *that* they worked offshore, but less important to know *where* they travelled offshore from.
- for those who both work and study it is most important to know about the place where they spend most time.
- knowing whether the address given was for a place of work or a place of study would be valuable for transport planning and commuting statistics.
- it is important to have data on respondents who work from home separate from data on people who study from home.
- grouping response options in the method of travel to work or study question by travel 'type' (active travel, public transport and private transport) was preferable.

These discussions are laid out in more detail in the [Labour Market Event Summary](#).

5. Question testing

This section provides evidence from the question testing process carried out by NRS in the question development process for Scotland's Census 2021.

Both cognitive testing and quantitative testing processes were used in developing the questions for potential inclusion in Scotland's Census 2021.

1. Cognitive testing is a form of in depth interviewing with a small number of respondents. It aims to provide an insight into the mental processes respondents use when answering questions. This helps us to identify if there are any problems with a question or question design and gain an insight into the source of any difficulty respondents are having.
2. Quantitative testing is undertaken primarily to identify data quality concerns. NRS conducted a quantitative test in 2017 which included feedback questions in order to gather further information on public acceptability and to identify

specific difficulties respondents faced if they were unable to answer a question easily.

In 2017 NRS commissioned ScotCen Social Research to conduct cognitive and quantitative testing of selected questions for potential inclusion in Scotland's Census 2021. Information about this testing can be found in the [2017 Cognitive and Quantitative Testing Report](#) (PDF).

5.1 Cognitive testing

Two versions of the travel questions were tested as part of the 2017 cognitive testing, including paper and online versions. The questions tested are shown below, along with the aims of testing and key results.

Three key changes were made to the travel questions for the cognitive testing (from the Scotland's Census 2011 question). These changes are described below:

1. The "Working or studying mainly at, or from, home" response options was split into two: "Work mainly at, or from, home" and "Distance learning, home schooled or equivalent". This change is aimed at improving respondent understanding and therefore data quality, and will also allow a better split between data on those working and those studying.
2. Routing was added to the "No fixed place" response option. For those with 'No fixed place' of work or study, no address is necessary and so this change aims to reduce respondent burden for this population.
3. The question was amended to include a 'work or study address indicator' so that respondents could identify whether the address they gave was their work address or their study address. This change aimed to allow a better split between data on those working and those studying. Two versions of this were tested. In version one, respondents were asked for their address and then asked a follow up question about whether the address they had given was their work or study address. In version two, respondents were asked to select whether they were going to give their work address or their study address before entering the address itself.

Paper version one	Paper version two																																																																																																																																																																																																																								
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Online, version one was on three screens with work or study address on the first screen, work or study address indicator on the second and method of travel on the third. Version two was on two screens, with work or study address and work or study address indicator both shown on the first screen.

Online version one: Three screens.

Q5Ai. What address do you travel to for your main job or course of study (including school)?

Answer for the place where you spend the most time.

If you report to a depot, please enter the depot address.

- Not currently working or studying
- Work mainly at or from home
- Distance learning, home schooled or equivalent
- No fixed place
- Work on an offshore installation – please use the address panel below to enter where you travel offshore from, for example "ABERDEEN HARBOUR"
- The address below, please enter

Q5Aii. Is the address you entered in Q5Ai your place of work or study?

- Work
- Study

Q6. How do you usually travel to your main place of work or study (including school)?

Select **one** only.

Answer for the place where you spend the most time.

- Driving a car or van
- Passenger in a car or van
- On foot
- Bus, minibus, or coach
- Train
- Underground, subway, metro, light rail or tram
- Taxi
- Bicycle
- Motorcycle, scooter or moped
- Other

Online version one: Two screens.

Q5B. What address do you travel to for your main job or course of study (including school)?

Answer for the place where you spend the most time.

If you report to a depot, please enter the depot address.

- Not currently working or studying
- Work mainly at or from home
- Distance learning, home schooled or equivalent
- No fixed place
- Work on an offshore installation – please use the address panel below to enter where you travel offshore from, for example "ABERDEEN HARBOUR"
- Work address, please enter below
- Study address, please enter below

◀ Previous Stop ■ Next question ▶

Q6. How do you usually travel to your main place of work or study (including school)?

Select **one** only.

Answer for the place where you spend the most time.

- Driving a car or van
- Passenger in a car or van
- On foot
- Bus, minibus, or coach
- Train
- Underground, subway, metro, light rail or tram
- Taxi
- Bicycle
- Motorcycle, scooter or moped
- Other

Aims of cognitive testing:

- Establish whether questions were understood as intended;
- Explore whether the guidance on which address to give at Q5 was understood and how this was interpreted by those who both work and study;
- Explore whether respondents gave the same answers to the equivalent paper and online versions;
- Explore whether respondents preferred version one or version two for both the paper and the online versions.

Sampling Note:

The testing sample included a mix of respondents regarding their employment status. People who both worked and studied were not specifically recruited, however the sample included two respondents who were both working and studying. There was a mix of respondents who were in full-time education or were unemployed or retired. The sample included respondents who were in full-time and part-time employment.

Key results:

- Overall, the questions were generally understood.
- The layout of the paper versions caused some confusion for respondents which resulted in miscoding. For example some respondents were unsure if the question was asking for their work or home address and they tended to overlook the instructions.
- Respondents commented that the paper version appeared 'busy', 'very wordy' and that there was 'a lot of instruction' which made the question 'too complicated'.
- Respondents who were retired found it difficult to answer the question because they thought the routing response option 'not working or studying' did not reflect their situation accurately. This led to item non-response. This was also the case for one respondent who was a full-time carer.
- Some respondents did not answer one or more of the questions for various reasons, including for privacy reasons and because they did not know whether the question was asking for their work or home address.
- Respondents who had no fixed work or study address did not face any issues selecting 'no fixed place'.
- Respondents who were both working and studying successfully selected the address to write based on the amount of time they spent at their work or study address. One respondent selected their study address because they were working part-time but studying full-time. Another respondent selected their work address because they were working three days a week and studying two days a week.
- Overall, there was no clear indication that either of the versions worked better than the other.

Quantitative Test – Online Version

Q26. Where do you travel to for your main job or course of study (including school)?

- Not currently working or studying, including retired
- Work mainly at, or from, home
- Distance learning, home schooled or equivalent
- No fixed place
- Work on an offshore installation
- Work or study at a fixed address or report to a depot

◀ Previous Stop ■ Next question ▶

Q26b. Please enter the address you usually travel to for your main job or course of study (including school):

- Answer for the place where you spend the most time
- If you report to a depot please enter the depot address
- If you work on an offshore installation please enter where you travel offshore from, for example "ABERDEEN HARBOUR"

First line:

Second line:

Third line:

Town/City:

County:

Postcode:

Is the address above your place of work or place of study?

- Work
- Study

◀ Previous Stop ■ Next question ▶

Q27. How do you usually travel to your main job or course of study (including school)?

- Answer for your usual travel to the place where you spend the most time
- Answer for the longest part, by distance, of your usual journey to work or study
- Select **one** only

- Driving a car or van
- Passenger in a car or van
- On foot
- Bus, minibus or coach
- Train
- Underground, subway, metro, light rail or tram
- Taxi
- Bicycle
- Motorcycle, scooter or moped
- Other

◀ Previous Stop ■ Next question ▶

Aims of quantitative testing:

- Look at the distribution of responses, including similarities and differences in distribution by student status and written address presence; and
- Analyse item non-response rates and invalid responses as measures of data quality, including by mode.

Key results:

- In total, 87% of respondents who fully completed the questionnaire gave a valid response to the work or study address questions. The remaining 13% gave an invalid response.
- The majority of respondents who worked or studied at a fixed address, provided a full address (67%, compared with 31% who provided a partial address and 2% who provided no address)².
- Those who worked on an offshore installation were asked for a partial address. Around 63% of these respondents gave a partial address with the remaining 37% giving a full address.
- Of respondents who were full-time students and currently worked or studied at a fixed address, the majority (28 of 32 cases) responded that the address provided was their address of study.
- All respondents who were not full-time students and currently worked or studied at a fixed address indicated that the address they had provided was their work address.
- Of all online responses, 5% were item non-response for this question. Of all paper responses, 16% were item non-response. While association between mode and rate of invalid response has not been tested for significance, these figures suggest that respondents found the paper version of the question harder to answer.
- Around 11% of responses were item non-response for the address of work or study question³. The equivalent figure for Scotland's Census 2011 was 9%.
- Feedback questions asked respondents whether or not they had found each of the questions difficult to answer. Only 3% of respondents ticked that they did find this question difficult to answer. Of these, 69% gave valid responses.

5.3 Additional Testing

In July 2018, NRS conducted an online survey to further investigate some findings from the cognitive and quantitative testing.

² A 'full address' indicates respondents provided at least the first line of an address and postcode. 'No address' indicates respondents who left all address text boxes blank. A 'partial address' indicates all other combinations of address write ins not covered by 'full address' or 'no address'.

³ For non-response to the Work or Study Address Question, the first two parts of the tested question (Address Type and Address) are looked at.

The first of these was that those who do not (currently) work because they are retired, or because they look after home/family etc. found this question difficult to answer. To address this a new version of the question set was designed, which routes respondents past the travel questions if they do not (currently) work or study.

The second of these was that of respondents not being sure what address they were being asked for. This arose in 2011 and in the cognitive testing. In the quantitative testing there were 21 instances of respondents giving their home address (when they had not said that they worked/studied from home). Seventeen of these answered the question on whether this was their work/study address: 16 said work, one said study. Online, changes to the routing through this question set aim to assist respondent understanding of what address they are being asked for.

Respondents were shown two versions of the travel question sets: Set A - the online version from the quantitative testing; and Set B - a newly developed question set which used routing from questions which will have been previously collected in the census. Respondents were then asked follow up questions about the two sets, including about their preference between the two.

Further details of the questions asked in this survey can be found in Annex C.

Aims of testing:

- Explore whether respondents have a preference for either question set, particularly those both working and studying and those who work, or study, in more than one location;
- Explore whether respondents give the same answers to both sets of questions;
- Investigate respondents comfort in giving their work/study address and whether this is affected by being shown information about why this data is collected in the census.

Key Results:

- Around 84% of respondents preferred question Set B;
- This preference was reflected across the majority of groups by age, those both working and studying and those who reported that they worked or studied in more than one location;
- Of the 83 full completions, eight respondents gave different answers between the two question sets;
- Around 35% of respondents said that they did not feel comfortable giving their work/study address. After showing these respondents the information on why this data is collected in the census, 10% said that they still felt uncomfortable while 25% said that having seen the information made them feel comfortable giving their work/study address.

Further details of the results of this testing can be found in Annex D.

6. Next Steps

Research and analysis support taking a question set on travel to work or study further at this stage.

The digital first approach for 2021 requires further development and user testing to fully understand the best way to present the questions online to maximise response, minimise respondent burden and ensure good quality data which meets user needs. An on-going programme of question development, focusing on sensitive or complex questions will further inform the specific question wording.

The final decision on the content of Scotland's Census 2021 questionnaire will ultimately be made by the Scottish Parliament.

More information about preparation for Scotland's Census 2021 and details about upcoming events can be found on the [Scotland's Census website](#), by subscribing to the [Scotland's Census newsletter](#) and following us on Twitter [@NatRecordsScot](#).

Annex A: 2017 Cognitive Testing

In 2017 NRS commissioned ScotCen Social Research to conduct cognitive and quantitative testing of selected questions for potential inclusion in Scotland's Census 2021. Information about this testing can be found in the [2017 Cognitive and Quantitative Testing Report](#) (PDF).

1. Questions tested and measurement aims

Two versions of the travel questions were tested as part of the 2017 cognitive testing, including paper and online versions.

The questions tested are shown below, along with the aims of testing and key results.

Paper version one	Paper version two
<p>5 What address do you travel to for your main job or course of study (including school)?</p> <ul style="list-style-type: none"> ◆ Answer for the place where you spend the most time ◆ If you report to a depot, please write in the depot address <input type="checkbox"/> Not currently working or studying → Go to 7 <input type="checkbox"/> Work mainly at or from home → Go to 7 <input type="checkbox"/> Distance learning, home schooled or equivalent → Go to 7 <input type="checkbox"/> No fixed place → Go to 6 <input type="checkbox"/> Work on an offshore installation - please write where you travel offshore from, for example "ABERDEEN HARBOUR" <input type="checkbox"/> The address below, please write in <p> <input type="checkbox"/> Work address, please write in below <input type="checkbox"/> Study address, please write in below </p> <p> <input type="checkbox"/> Work <input type="checkbox"/> Study </p>	<p>5 What address do you travel to for your main job or course of study (including school)?</p> <ul style="list-style-type: none"> ◆ Answer for the place where you spend the most time ◆ If you report to a depot, please write in the depot address <input type="checkbox"/> Not currently working or studying → Go to 7 <input type="checkbox"/> Work mainly at or from home → Go to 7 <input type="checkbox"/> Distance learning, home schooled or equivalent → Go to 7 <input type="checkbox"/> No fixed place → Go to 6 <input type="checkbox"/> Work on an offshore installation - please write where you travel offshore from, for example "ABERDEEN HARBOUR" <input type="checkbox"/> Work address, please write in below <input type="checkbox"/> Study address, please write in below <p> <input type="checkbox"/> Work address, please write in below <input type="checkbox"/> Study address, please write in below </p> <p> <input type="checkbox"/> Work address, please write in below <input type="checkbox"/> Study address, please write in below </p> <p> <input type="checkbox"/> Work address, please write in below <input type="checkbox"/> Study address, please write in below </p> <p> <input type="checkbox"/> Work address, please write in below <input type="checkbox"/> Study address, please write in below </p>
<p>6 How do you usually travel to your main job or course of study (including school)?</p> <ul style="list-style-type: none"> ◆ Answer for the place where you spend the most time ◆ Tick one box only ◆ Tick the box for the longest part, by distance of your usual journey to work or study <input type="checkbox"/> Driving a car or van <input type="checkbox"/> Passenger in a car or van <input type="checkbox"/> On foot <input type="checkbox"/> Bus, minibus or coach <input type="checkbox"/> Train <input type="checkbox"/> Underground, subway, metro, light rail or tram <input type="checkbox"/> Taxi <input type="checkbox"/> Bicycle <input type="checkbox"/> Motorcycle, scooter or moped <input type="checkbox"/> Other 	<p>6 How do you usually travel to your main job or course of study (including school)?</p> <ul style="list-style-type: none"> ◆ Answer for the place where you spend the most time ◆ Tick one box only ◆ Tick the box for the longest part, by distance of your usual journey to work or study <input type="checkbox"/> Driving a car or van <input type="checkbox"/> Passenger in a car or van <input type="checkbox"/> On foot <input type="checkbox"/> Bus, minibus or coach <input type="checkbox"/> Train <input type="checkbox"/> Underground, subway, metro, light rail or tram <input type="checkbox"/> Taxi <input type="checkbox"/> Bicycle <input type="checkbox"/> Motorcycle, scooter or moped <input type="checkbox"/> Other

Online version one: Three screens.

Q5Ai. What address do you travel to for your main job or course of study (including school)?

Answer for the place where you spend the most time.

If you report to a depot, please enter the depot address.

- Not currently working or studying
- Work mainly at or from home
- Distance learning, home schooled or equivalent
- No fixed place
- Work on an offshore installation – please use the address panel below to enter where you travel offshore from, for example "ABERDEEN HARBOUR"
- The address below, please enter

Q5Aii. Is the address you entered in Q5Ai your place of work or study?

- Work
- Study

Q6. How do you usually travel to your main place of work or study (including school)?

Select **one** only.

Answer for the place where you spend the most time.

- Driving a car or van
- Passenger in a car or van
- On foot
- Bus, minibus, or coach
- Train
- Underground, subway, metro, light rail or tram
- Taxi
- Bicycle
- Motorcycle, scooter or moped
- Other

Online version one: Two screens.

Q5B. What address do you travel to for your main job or course of study (including school)?

Answer for the place where you spend the most time.

If you report to a depot, please enter the depot address.

- Not currently working or studying
- Work mainly at or from home
- Distance learning, home schooled or equivalent
- No fixed place
- Work on an offshore installation – please use the address panel below to enter where you travel offshore from, for example "ABERDEEN HARBOUR"
- Work address, please enter below
- Study address, please enter below

◀ Previous Stop ■ Next question ▶

Q6. How do you usually travel to your main place of work or study (including school)?

Select **one** only.

Answer for the place where you spend the most time.

- Driving a car or van
- Passenger in a car or van
- On foot
- Bus, minibus, or coach
- Train
- Underground, subway, metro, light rail or tram
- Taxi
- Bicycle
- Motorcycle, scooter or moped
- Other

Aims of cognitive testing:

- Establish whether questions were understood as intended;
- Explore whether the guidance on which address to give at Q5 was understood and how this was interpreted by those who both work and study;
- Explore whether respondents gave the same answers to the equivalent paper and online versions; and
- Explore whether respondents preferred the version one or version two for both the paper and the online versions.

2. Notes on sampling

The sample included respondents with a range of employment statuses. People who both worked and studied were not specifically recruited, however the final sample included two respondents who were both working and studying.

There was a mix of respondents who were in full-time education, unemployment or were retired. The remaining sample included respondents who were working full-time or part-time.

3. Overall understanding of task

There were no major issues related to the general understanding of the work or study address question (Q5) or the method of travel question (Q6), in that respondents generally understood what was being asked of them.

When respondents were asked to describe, in their own words, what they thought the travel questions were asking, the responses indicated that the question was understood as intended. Respondents thought the questions were asking:

- Where they spent most time when they are not at home;
- Where they work;
- What kind of transport they use (for example they use public transport); and
- The distance travelled.

However, although respondents understood what the questions were asking, some difficulties arose, which lead to non-response.

There were seven cases where respondents declined to answer at least one of the questions tested.

The reasons respondents faced difficulties answering the questions were as follows:

- Three respondents, who were retired, did not answer any of the travel question online or on paper because they were unsure how to answer. These respondents considered selecting the 'Not currently working or studying' option, but thought that this option did not reflect their situation accurately;
- One respondent did not answer the first online version because they were unsure whether the question was asking for their work or home address;
- Another respondent said that they were very confused with the paper versions and did not understand what address the question was asking for or why this was being asked. In the online mode, the respondent understood that the question was asking for their work address but questioned why the information was being collected;
- This was reiterated by another respondent who said that they were confused by the first paper version and were initially unsure what information the question was asking for. On the second paper version they understood that the question was asking for their work address but highlighted that they were concerned whether they were providing the correct response. This respondent was able to answer the online version with little difficulty but this may have

been influenced by having already answered the previous questions. When answering online version two, they were used to the question and were able to answer easily; and

- One respondent did not answer any of version (online or paper) of the address of work or study question (Q5) due to privacy reasons. The respondent explained that they were concerned about providing their address. This suggests that they were primarily concerned about confidentiality rather than there being issues related to the understanding of the question.

Therefore, the difficulties causing non-response were related to:

- Respondents not wishing to code as 'Not currently working or studying.' It should be noted that the current question stem assumes that the respondent is working and there may be some sensitivity around people saying they do not work, in case their working status is then inferred as unemployed. This issue was mainly raised by retirees, however, one respondent who was a full-time carer for their partner, suggested a response option for being an unpaid carer because they thought the question did not reflect their situation accurately;
- Difficulty understanding what address the question is asking for. This was highlighted primarily in the paper versions where there was confusion around whether respondents were to list their home or work address; and
- Privacy concerns.

In addition to the non-response noted, there also appeared to be some miscoding of at the address of work or study question. These issues are explored in the following sections.

4. Understanding of guidance at 'address of work or study' question (Q5)

The address of work or study question (Q5) included some guidance for respondents on what address to record. These instructions included:

- 'Answer for the place where you spend the most time'; and
- 'If you report to a depot, please enter the depot address'.

The following response options were available for respondents who did not need to provide an address:

- Not currently working or studying;
- Work mainly at or from home;
- Distance learning, home schooled or equivalent; and
- No fixed place⁴.

⁴ Respondents with 'No fixed place' of work do not need to provide an address but are asked to answer the question on method of travel.

Those who work on an offshore installation were asked to select the following response option and give a partial address to record where they travel offshore from.

- Work on an offshore installation - please write where you travel offshore from, for example “ABERDEEN HARBOUR”.

One aim of testing was to explore respondents understanding of this guidance. It should be noted that although respondents from a range of occupations were interviewed, some of the guidance points did not apply to any member of the cognitive sample.

Findings on understanding of the guidance points are described below:

- Respondents who were retired or working as unpaid carers did not always wish to use the ‘Not currently working or studying’ response option;
- Respondents who had no fixed work or study address did not face any issues selecting ‘No fixed place’;
- Respondents who were both working and studying said that they reported the work or study address that they spent the most time at. One respondent selected their study address because they were working part-time but studying dentistry full-time. Another respondent selected their work address because they were working three days a week and studying two days a week. This is in keeping with the intended use of this question; and
- One respondent said that they mainly worked from home but entered their part-time work address rather than selecting the ‘Work mainly at, or from, home’ response option. This respondent said that they wrote in their part-time address so that it was different from their home address.

5. Findings from the paper versions

The next aim of testing was to explore whether respondents were able to navigate the paper versions and whether there were any preferences between them.

5.1. Findings on layout and navigation

Some issues with navigation were detected in regards to the paper versions of the questions.

There were respondents who missed or overlooked the instructions on the paper versions. For the address of work or study question (Q5) these have been discussed above. For the method of travel question (Q6), one respondent selected three options instead of one on the first paper version.

Many respondents commented on the layout of the travel question set:

- Respondents described the paper versions as appearing ‘busy’, ‘very wordy’ and ‘messy’;
- One respondent described the online version of the question as ‘simpler’ than the paper version; and
- One respondent commented that there was ‘a lot of instruction’ resulting in the question being ‘too complicated’.

5.2. Findings comparing version preference on paper

Two versions of the address of work or study question were tested on paper.

In version one, respondents were asked to provide an address and then asked a follow up question about whether the address they had given was their work or study address.

In version two, respondents were asked to select whether they were going to give their work address or their study address before entering the address itself.

Overall, there was no clear indication that either of the paper versions worked better than the other, and the overarching issues were apparent in both paper versions.

There was no consensus among respondents about which paper version was better:

- Some respondents had no preference between the paper versions and thought both versions were clear, or that both were equally confusing;
- Some respondents preferred version two because they thought it was clear where to tick for study or work address. One respondent said that version two *'looks much more condensed, easier to answer'*; and
- Others preferred the first paper version because they thought it was clearer.

Therefore, there is no evidence to suggest one paper version is better than the other.

6. Findings from the online versions

As with the paper versions of the questions, the online question set was amended so that respondents could identify whether the address they gave was their work address or their study address.

Two versions of the question set were tested online.

In version one, the address of work or study question (Q5) was split into two questions: 'work or study address' (Q5Ai) and 'work or study indicator' (Q5Aii).

These were asked over two screens and only those who gave an address at work or study address (Q5Ai) were shown the work or study indicator question (Q5Aii).

In version two, the Address of Work or Study question was not split and was on one screen. This was the same as the second paper version of the question set.

The following sections discuss respondent preference between the questions and comments that were made on the online design.

6.1. Findings comparing preference of online versions

The aim of testing these two versions was to explore whether or not respondents had a preference between them.

Respondents had different preferences between online versions one and two, with some preferring the first version, some the second version and some having no preference. The table below summarises the advantages and disadvantages noted.

Table A1: Advantages and disadvantages noted between online versions

	Online version one	Online version two
Advantages	<ul style="list-style-type: none"> Some respondents thought it was clearer to have the Address of Work or Study question (Q5Ai and Q5Aii) split over two screens. 	<ul style="list-style-type: none"> Clear that the question is asking for work or study address with tick options All information related to address is shown on one screen – less confusing Faster to answer
Disadvantages	<ul style="list-style-type: none"> Confusion around whether to write in home or work address 	<ul style="list-style-type: none"> More text on the first screen - more to read

Although some respondents said that they preferred version one (which split the address of work or study question into two parts) there is no evidence that suggests respondents found version two increasingly difficult.

One respondent thought that the wording of the second part of the address of work or study question (Q5Aii) should be changed to 'in the previous question', to ensure that the questions were linked.

There is evidence that one respondent was unable to answer version one because they were confused about whether it was asking for their work or home address. This respondent found version two easier to answer.

Some respondents preferred the second online version because they thought it was clearer to have the tick box asking respondents whether it was their work or study address in on the same screen as the address box.

Other respondents did not have a preference between the two versions online and thought the question on a separate screen made no difference.

6.2. Findings on layout and navigation of online versions

While gathering feedback on the online design was not part of the testing aims, some spontaneous comments on the design of the online version were also made.

Generally, respondents preferred the online versions in comparison to the paper versions:

'this is nicer, this already looks nicer'

'it's just exactly the same as it is on paper, but it seems less complicated online'

'that's an awful lot easier somehow, it's shorter, sharper, and somehow with just having the options there...that just works a lot better'

'that's much easier to understand, it's less cluttered, I think the paper version was quite difficult to get your mind around'

It is unclear whether these comments on the online versions were due to the fact that the information provided was more spaced out, or the fact that respondents had already completed the paper versions by the time they saw the online versions.

There were some general issues with the online versions where some respondents did not notice or read the guidance in the method of travel question (Q6) which instructed them to select their answer on the longest part of their journey. These respondents therefore questioned which method they should select if their journey was split by different methods. This applied to both versions of the online question.

7. Summary

- Overall, the questions were generally understood.
- The layout of the paper versions caused some confusion for respondents which resulted in miscoding. For example some respondents were unsure if the question was asking for their work or home address and they tended to overlook the instructions. Respondents commented that the paper version appeared 'busy', 'very wordy' and that there was 'a lot of instruction' which made the question 'too complicated'.
- Respondents who were retired found it difficult to answer the question because they thought the routing response option 'not working or studying' did not reflect their situation accurately. This led to item non-response. This was also the case for one respondent who was a full-time carer.
- Some respondents did not answer one or more of the questions for various reasons, including for privacy reasons and because they did not know whether the question was asking for their work or home address.
- Respondents who had no fixed work or study address did not face any issues selecting 'no fixed place'.
- Respondents who were both working and studying successfully selected the address to write based on the amount of time they spent at their work or study address. One respondent selected their study address because they were working part-time but studying dentistry full-time. Another respondent selected their work address because they were working three days a week and studying two days a week.
- Overall, there was no clear indication that either of the versions worked better than the other. There was no consensus among respondents about which paper version was better.

Annex B: 2017 Quantitative Testing

In 2017, NRS commissioned ScotCen Social Research to conduct cognitive and quantitative testing of selected questions for potential inclusion in Scotland's Census 2021. Information about this testing can be found in the [2017 Cognitive and Quantitative Testing Report](#) (PDF).

While a question on work or study address was asked in the 2011 Census, the question and its guidance are currently under review in a bid to improve data quality.

A travel question set was included in the individual section of the questionnaire for testing. This included questions on work or study address and method of travel.

1. Work or Study Address

1.1. Questions tested and aims of testing

For analysis, the address question was split into three sections:

1. Work or study address type;
2. Work or study address; and
3. Work or study address indicator.

The sections of the question that each of these terms refers to are annotated on the images of the question sets below.

Quantitative Test Work or Study Address Question – Paper Version

26 What address do you travel to for your main job or course of study (including school)?

- ◆ Answer for the place where you spend the most time
- ◆ If you report to a depot, please write in the depot address

Not currently working or studying, including retired → Go to **28**

Work mainly at, or from, home → Go to **28**

Distance learning, home schooled or equivalent → Go to **28**

No fixed place → Go to **27**

Work on an offshore installation – please write where you travel offshore from, for example “ABERDEEN HARBOUR”

The address below, please write in

Postcode

--	--	--	--	--	--	--	--	--	--

The address entered above is my place of

Work Study

Work or study address type

Work or study address

Work or study address indicator

Online, the address question was split over two screens. On the first screen work or study address type was collected. On the second, work or study address and work or study address indicator were collected.

Quantitative Test Work or Study Address Question – Online Version

Q26. Where do you travel to for your main job or course of study (including school)?

- Not currently working or studying, including retired
- Work mainly at, or from, home
- Distance learning, home schooled or equivalent
- No fixed place
- Work on an offshore installation
- Work or study at a fixed address or report to a depot

◀ Previous Stop ■ Next question ▶

}

Work or study address type

Q26b. Please enter the address you usually travel to for your main job or course of study (including school):

- Answer for the place where you spend the most time
- If you report to a depot please enter the depot address
- If you work on an offshore installation please enter where you travel offshore from, for example "ABERDEEN HARBOUR"

First line:

Second line:

Third line:

Town/City:

County:

Postcode:

Is the address above your place of work or place of study?

- Work
- Study

◀ Previous Stop ■ Next question ▶

}

Work or study address

}

Work or study address indicator

The work or study address type section of the address question asked respondents about the type of place they worked or studied. For example, at home or at another fixed address.

Those who worked or studied at a fixed address, worked at an offshore installation or reported to a depot, were then shown the work or study address section of the question which asked them to record the address. They were also shown the work or study address indicator which asked respondents who had given an address to indicate whether it was their work address or their study address.

The aims of testing were:

- To look at the distribution of responses, including similarities and differences in distribution by student status and written address presence;
- To determine whether introducing a two-step process online had an impact on data quality; and
- To analyse item non-response rates and other invalid response rates by mode as a measure of data quality.

1.2. Work/Study Address Distribution⁵

Overall, 87% of respondents gave a valid response to the work or study address question.

Of respondents who gave a valid response to the work or study address question, 47% of respondents worked or studied at a fixed address, or reported to a depot. Only 1% reported working on an offshore installation.

Around 37% of respondents reported that they were 'not currently working or studying, including retired', whilst a further 9% reported that they worked or studied mainly at, or from, home. Additionally, 6% of respondents reported no fixed place of work or study.

Work or study address type by address presence

The majority of respondents, who indicated that they were working or studying at a fixed address, or reported to a depot, provided a full address (67%, compared with 31% who provided a partial address and 2% who provided no address)⁶.

Of respondents who were not required to provide an address, only one respondent provided any address, this respondent worked mainly at or from home and provided a partial address.

Those who indicated that they worked on an offshore installation were asked to give the address they travel offshore from, for example 'ABERDEEN HARBOUR' and so a partial address is expected for these respondents. Around 63% of these respondents gave a partial address with a further 37% giving a full address.

⁵ Figures in this report have been rounded to one decimal place.

⁶ A 'full address' indicates respondents provided at least the first line of an address and postcode. 'No address' indicates respondents who left all address text boxes blank. A 'partial address' indicates all other combinations of address write ins not covered by 'full address' or 'no address'.

Table B1: Work or study address type by written address presence (as a percentage, based on weighted estimates of total valid responses)

		Address Write in (%)			
		Full address	Partial Address	No Address	Total responses
Work or study address	Not currently working or studying, including retired	0	0	100	100
	Work mainly at, or from, home	0	1	99	100
	Distance learning, home schooled or equivalent	0	0	100	100
	No fixed place	0	0	100	100
	Work on an offshore installation	37	63	0	100
	Work or study at a fixed address or report to a depot	67	31	2	100
	Total valid responses	34	16	49	100

Work or study address type by work or study indicator

Only those respondents who answered “work or study at a fixed address or report to a depot” or “work on an offshore installation” were routed to give a work or study address and to then specify whether this was their address of work or study.

Overall, 89% of those who said that they worked or studied at a fixed address specified that it was a work address and 11% specified a study address.

Over three-quarters (79%) of those who selected ‘an offshore installation’ stated this was their work address, whilst 21% of this group stated it was study address.

Due to the small number of those indicating that the address given was their place of study, it is not possible to comment on any association between work or study address by work or study indicator by mode, as these findings are not significant.

Only those who completed the questionnaire online were automatically routed past the work or study indicator sub-question, where appropriate. Reassuringly, all those who should not have answered the work or study indicator on paper correctly followed the routing.

Work or study address type by student status

Of respondents who indicated that they were a full time student, and currently worked or studied at a fixed address, the majority (28 cases) responded that the address provided was their address of study, whilst four respondents replied that they had provided their work address.

Of respondents who indicated that they were not a full time student, and currently worked or studied at a fixed address or reported to a depot, all (423 cases) indicated that the address they had provided was their work address.

1.3. Invalid responses to work/study address

All types of invalid response

Item non-response was the most common type of invalid response to the work or study address questions, accounting for 11% (161) cases from full completions. There were eight instances of invalid multi-tick - that is, where a respondent had selected more than one valid work or study address type.

All types of invalid response by mode

When looking at invalid response by mode, 80% of item non-responses from full completions⁷ were on the paper version of the questionnaire (129 cases) and 20% (32 cases) were through the online version.

All instances of invalid response by multi-tick are attributable to the paper version of the questionnaire, as this type of invalid was not possible on the online survey.

Of all online responses, 5% were item non-response for this question. Of all paper responses, 16% were item non-response. Association between mode and rate of invalid response has not been tested for significance.

⁷ A questionnaire was considered a full completion if the respondent had answered any questions, including or beyond, Q12. Marital status

Table B2: Invalid work or study address type by mode (unweighted counts)

	Mode		
	Number of responses - Online	Number of responses - Paper	Total
Item non response – full completions	32	129	161
Item non-response – partial completions	34	0	34
Invalid multi-tick – paper only, single tick questions	0	8	8
Other invalid within question*	9	1	10
Invalid combination			
Routing error	0	3	3
Total invalid responses	75	141	216
Not applicable			
Total valid responses	570	668	1,238
Total responses	645	809	1,454

*The other invalids within the question consist of where a respondent shouldn't have given an address but did or should have given an address but didn't.

Non-response only⁸

When comparing item non-response to the work or study address question from the 2017 testing with item non-response at the same question from the 2011 Census, only the first two sections of the tested question (Work or Study Address Type and Work or Study Address Indicator) are looked at, as the Work or Study Address Indicator was not included in 2011. Looking at only the first two sections of the question, 10% (146 cases) of all respondents did not respond to this question. A further 1% ticked that they worked or studied at a fixed address, reported to a depot or worked on an offshore installation, but failed to give an address.

The equivalent figure from Scotland's Census 2011 was 9%.

1.4. Feedback

The questionnaire was split into four sections online. At the end of each of the four sections respondents were asked to state if they found any questions within the section difficult to answer, and to provide feedback on why this was the case in an open text box. For the paper questionnaire, feedback questions were all included at the end of the full questionnaire.

When asked "Did you find any of the following questions difficult to answer: Q26. Work or study address", only 3% of respondents ticked that they did find this question difficult to answer.

⁸ Note that item non-response to the 2017 test and item non-response to the 2011 census are not directly comparable; there was no questionnaire drop-out or partial completion rate estimated for the 2011 census, which was primarily a paper questionnaire.

2. Method of Travel to Work or Study

2.1. Question tested and aims of testing

Those who reported working on an offshore installation, working at a fixed address or having no fixed place of work, at the work or study address question were asked the method of travel to work or study question.

In addition, online, those who did not provide an answer to work or study address type were also routed to the question on method of transport.

Quantitative Test Method of Travel to Work or Study Question – Paper Version

27 How do you usually travel to your main job or course of study (including school)?

- ◆ Answer for your usual travel to the place where you spend the most time
- ◆ Tick the box for the longest part, by distance, of your usual journey to work or study
- ◆ Tick **one** box only

- Driving a car or van
- Passenger in a car or van
- On foot
- Bus, minibus or coach
- Train
- Underground, subway, metro, light rail or tram
- Taxi
- Bicycle
- Motorcycle, scooter or moped
- Other

Quantitative Test Method of Travel to Work or Study Question – Online Version

Q27. How do you usually travel to your main job or course of study (including school)?

- Answer for your usual travel to the place where you spend the most time
- Answer for the longest part, by distance, of your usual journey to work or study
- Select **one** only

- Driving a car or van
- Passenger in a car or van
- On foot
- Bus, minibus or coach
- Train
- Underground, subway, metro, light rail or tram
- Taxi
- Bicycle
- Motorcycle, scooter or moped
- Other

◀ Previous Stop ▶ Next question ▶

The question asked about the type of transport respondents usually took to their main place of work or study.

The question being tested included an extra piece of guidance:

'answer for your usual travel to the place where you spend the most time'.

The aims of testing this question were:

- To look at the distribution of responses, including similarities and differences in distribution as compared to Scotland's Census 2011 data; and
- To analyse item non-response and invalid response rates as a measure of data quality.

2.2. Method of Transport to Work or Study Distribution⁹

Overall, 61% of all respondents were routed past this question, as it was not applicable to them. This group was made up of respondents who had answered 'not currently working or studying' or 'working at or from home' at the question work or study address.

Of those respondents who fully completed the questionnaire, and who were routed to this question, 98% provided a valid answer.

Of those who gave a valid response, around 61% said that they drove a car or van with 3% reporting that they were passengers in a car or van. Around 12% travelled by bus, minibuss or coach, roughly 7% travelled by train and around 14% travelled on foot. All remaining methods of transport were accountable for less than 1% of valid responses each.

When compared to results from the 2011 Census, we can see that there was a higher proportion of those selecting 'driving a car or van' (around 61% in the 2017 test, compared with around 46% in 2011) or 'train' (around 7% in the 2017 test, compared with around 3% in 2011).

There was a lower proportion of those travelling on foot (around 14% in the 2017 test, compared with around 21% in 2011). All other methods of transport are largely in line with proportions in 2011 data.

Most notably, incidents of respondents selecting 'other' in the 2017 test were the similar to those in 2011 (between 1 and 2%). An increase in the uptake of other responses could indicate changes to the question having a detrimental effect on respondent's ability to select the correct code. Therefore, it is reassuring that uptake of 'other' has remained largely stable.

⁹ All figures have been rounded to one decimal place.

Table B3: Method of transport to work or study address 2017 test and 2011 Census, valid responses only

	2017 test (weighted responses aged 16 and over)		2011 Census (All people aged 4 and over studying or aged 16 to 74 in employment)	
	Total	%	Total	%
Not currently working or studying	450	71	1,898,196	74
No fixed place	71	11	275,242	11
Working at or from home ¹⁰	113	18	383,490	15
Driving a car or van	391	61	1,390,214	46
Passenger in a car or van	17	3	305,949	10
On foot	88	14	627,855	21
Bus, minibus or coach	78	12	454,981	15
Train	45	7	118,241	4
Underground, subway, metro, light rail or tram	1	0	9,830	0
Taxi	0	0	23,678	1
Bicycle	9	1	44,193	1
Motorcycle, scooter or moped	0	0	7,544	0
Other	13	2	31,232	1
Total valid responses	641	100	3,013,717	100

Method of transport to work or study by mode

There was some variation by mode in valid responses to the question. Overall, around 57% of valid responses came from the online survey and 43% came from the paper questionnaire.

Differences in mode of response across types of transport generally reflect this, with exceptions only being apparent in the minority methods of transport, such as passengers in a car or van, bus, minibus or coach, underground and bicycle. As such, these differences are unlikely to be statistically significant.

¹⁰ It should be noted that the figure for 'working at or from home' from the 2011 Census also includes those who were studying at or mainly from home, whilst the 2017 test figure excludes this group.

Table B4: Method of transport to work or study address by mode (as a percentage, based on weighted estimates of total valid responses)

		Mode		
		Number of responses – Online (%)	Number of responses – Paper (%)	Total
Method of transport to work or study address	Not currently working or studying	42	58	100
	No fixed place	48	52	100
	Working at or from home	63	37	100
	Driving a car or van	59	41	100
	Passenger in a car or van	27	73	100
	On foot	54	46	100
	Bus, minibus or coach	58	42	100
	Train	45	55	100
	Underground, subway, metro, light rail or tram	100	0	100
	Taxi	0	0	0
	Bicycle	67	33	100
	Motorcycle, scooter or moped	0	0	0
	Other	66	34	100
	Total valid responses	57	43	100

Method of transport to work or study by work or study address type

All respondents who answered 'not currently working or studying', 'work mainly at or from home' or 'distance learning, home schooled or equivalent' at work or study address type on paper, correctly followed the routing and did not provide an answer to the method of transport to work or study question.

Those who gave one of these three responses online were automatically routed past this question.

Of the 210 respondents who did not respond to work or study address type, around 107 gave valid responses¹¹ to the question on method of transport to work or study.

Almost half of this group (around 47 responses) indicated that they drove a car or van to their place of study. The remainder of this group were spread across the other types of transport.

¹¹ Based on weighted estimates

2.3. Invalid responses to method of transport to work or study

Of those respondents who fully completed the questionnaire, and who were routed to this question, 2% gave an invalid answer.

All types of invalid response

Of the invalid responses to the method of transport to work or study question, the majority (around 60% of total invalid responses) were attributable to item non-response.

The remaining invalid responses were the result of multi-ticks (40% of total invalid responses), that is, where a respondent selected more than one response.

There were only four cases of invalid by multi-tick, all of which were attributable to the paper mode as this type of invalid was not possible on the online survey.

Table B5: Invalid method of transport to work or study by mode (unweighted counts)

	Mode		Total
	Number of responses - Online	Number of responses - Paper	
Item non response – full completions	20	88	108
Item non response - partial completions	34	0	34
Invalid multi-tick – paper only, single tick questions		6	6
Invalid combination			
Routing error	0	0	0
Total invalid responses	54	94	148
Not applicable (full completions)	308	443	751
Total valid responses	591	715	1,306
Total responses	645	809	1,454

Table B6: Invalid method of transport to work or study by mode (unweighted counts) – total equals to all people who provided valid response to address question.

	Mode		Total
	Number of responses - Online	Number of responses - Paper	
Item non response – full completions	2	4	6
Item non response - partial completions	0	0	0
Invalid multi-tick – paper only, single tick questions		4	4
Invalid combination			
Routing error	0	0	0
Total invalid responses	2	8	10
Not applicable (full completions)	308	442	750
Total valid responses	260	218	478
Total responses	570	668	1,238

Item non-response only

Item non-response to the method of transport to work or study question from the 2017 testing remained stable (2%) for weighted sample when comparing to item non-response of the same question from the 2011 Census (2%).

2.4. Feedback

The questionnaire was split into four sections online. At the end of each of the four sections respondents were asked to state if they found any questions within the section difficult to answer, and to provide feedback on why this was the case in an open text box. For the paper questionnaire, feedback questions were all included at the end of the full questionnaire.

When asked “Did you find any of the following questions difficult to answer: Q27. Transport to work or study”, only 2% of respondents ticked that they did find this question difficult to answer.

Of the 15 respondents who said that they found this question difficult to answer, eight were routed past the question, six gave a valid answer and only one gave an invalid answer.

Annex C: Additional Travel Question Testing Survey Questions and Routing

The following are images of the 'Scotland's Census 2021: Travel to Work/Study' survey which NRS conducted between 05 July 2018 and 09 July 2018.

All respondents were shown two sets of questions, and then asked follow-up questions about the question sets.

Set A

Figure C1

The image shows a screenshot of a survey question titled '1. Where do you travel to for your main job or course of study (including school)?'. The question is presented in a white box with a blue header that reads 'Scotland's Census 2021: Travel To Work/Study' and a light blue sub-header 'Set A'. Below the question, there are six radio button options:

- Not currently working or studying
- Work mainly at, or from, home
- Distance learning, home schooled or equivalent
- No fixed place
- Work on an offshore installation
- Work or study at a fixed address or report to a depot

Those who selected 'Work or study at a fixed address or report to a depot' in Q1 (Figure C1) were routed to Q2 and Q3 (Figure C2) before answering Q4 (Figure C3).

Those who selected 'No fixed place' were routed past Q2 and Q3 to Q4.¹²

All other respondents were routed past Q2-Q4 to a break screen (Figure C4) before moving on to the second question set.

¹² Initially there was an error with the survey routing and those who selected 'No fixed place' were routed past Q4 instead of to it. This error was fixed on the second day of collection. While 59 respondents had already fully completed the survey, only three had selected 'No fixed place' here.

Figure C2

Scotland's Census 2021: Travel To Work/Study
Set A
<p>2. Please enter the address you usually travel to for your main job or course of study (including school):</p> <ul style="list-style-type: none">• Answer for the place where you spend the most time• If you report to a depot please write the depot address <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
<p>3. Is the address above your place of work or place of study?</p> <p><input type="radio"/> Work</p> <p><input type="radio"/> Study</p>

Figure C3

Scotland's Census 2021: Travel To Work/Study
Set A
<p>4. How do you usually travel to your main job or course of study (including school)?</p> <ul style="list-style-type: none">• Answer for your usual travel to the place where you spend the most time• Answer for the longest part, by distance, of your usual journey to work or study• Select one only <p><input type="radio"/> Driving a car or van</p> <p><input type="radio"/> Passenger in a car or van</p> <p><input type="radio"/> On foot</p> <p><input type="radio"/> Bus, minibus or coach</p> <p><input type="radio"/> Train</p> <p><input type="radio"/> Underground, subway, metro, light rail or tram</p> <p><input type="radio"/> Taxi</p> <p><input type="radio"/> Bicycle</p> <p><input type="radio"/> Motorcycle, scooter or moped</p> <p><input type="radio"/> Other</p>

Figure C4

Scotland's Census 2021: Travel To Work/Study

Set A

Thank you for completing the **Set A**.

You will now be shown **Set B**, which is an alternative set of questions to the one you have already answered. These questions may seem repetitive, but please answer them anyway.

Once you have completed **Set B**, please answer the follow up questions about the both sets.

All respondents were then shown **Set B**:

Figure C5

Scotland's Census 2021: Travel To Work/Study

Set B

*** 5. Do you currently work or study (including school, college and university)?**

No, not currently working or studying

Yes, work **and** study

Yes, work **only**

Yes, study **only**

Those who selected 'No, not currently working or studying' at Q5 (Figure C5) were routed to the end of the question set and shown follow up questions (Figure C11).

Those who selected 'Yes, working **and** studying' at Q5 were shown Q6 (C6).

Figure C6

Scotland's Census 2021: Travel To Work/Study

Set B

*** 6. Which do you spend more time doing?**

Working

Studying

Q7 (Figure C7) and Q8 (Figure C8) are alternative versions of the same question: Those who selected 'Yes, work **only**' at Q5 or 'Working' at Q6 were routed to Q7. Those who selected 'Yes, study **only**' at Q5 or 'Studying' at Q6 were routed to Q8.

Figure C7

Scotland's Census 2021: Travel To Work/Study

Set B

7. Where do you usually travel to for your main job?

- **If you report to a depot, please give the depot address**

Work mainly at, or from, home
 Work offshore
 No fixed place of work
 Work at the address below:

Figure C8

Scotland's Census 2021: Travel To Work/Study

Set B

8. Where do you usually travel to for your course of study (including school)?

Distance learning, home schooled or equivalent
 Study at the address below:

Q9 (Figure C9) and Q10 (Figure C10) are alternative versions of the same question: Those who answered Q7 were routed to Q9, whereas those who answered Q8 were routed to Q10.

Figure C9

Scotland's Census 2021: Travel To Work/Study
Set B
<p>9. How do you usually travel to your main job?</p> <ul style="list-style-type: none"> • Select one method of travel only • Select the method of travel for the longest part of your journeyby distance <p> <input type="radio"/> Driving a car or van <input type="radio"/> Passenger in a car or van <input type="radio"/> Motorcycle, scooter or moped <input type="radio"/> Taxi or private hire <input type="radio"/> Bus, minibus or coach <input type="radio"/> Train <input type="radio"/> Underground, subway or tram <input type="radio"/> Bicycle <input type="radio"/> On foot <input type="radio"/> Other </p>

Figure C10

Scotland's Census 2021: Travel To Work/Study
Set B
<p>10. How do you usually travel to the address you gave in the previous question?</p> <ul style="list-style-type: none"> • Select one method of travel only • Select the method of travel for the longest part of your journeyby distance <p> <input type="radio"/> Driving a car or van <input type="radio"/> Passenger in a car or van <input type="radio"/> Motorcycle, scooter or moped <input type="radio"/> Taxi or private hire <input type="radio"/> Bus, minibus or coach <input type="radio"/> Train <input type="radio"/> Underground, subway or tram <input type="radio"/> Bicycle <input type="radio"/> On foot <input type="radio"/> Other </p>

Follow Up Questions

All respondents were shown follow up questions about the question sets.

Figure C11

Scotland's Census 2021: Travel To Work/Study

Follow Up Questions

Thank you for completing both sets of questions. Please complete the follow up questions below:

11. Which set of questions did you find easier to answer?

Set A

Set B

12. Why do you think that this was?

13. Did you feel comfortable giving your work/study address in this questionnaire?

Yes

No

Not applicable (do not currently work or study)

Those who selected 'No' at Q13 were shown Q14 and the accompanying text (Figure C11) before Q15 (Figure C12). Those who selected 'Yes' were routed straight to Q15 (Figure C13).¹³

¹³ Initially there was an error in the routing of the survey which meant that those who had selected 'Not applicable (not currently working or studying)' at Q13 were routed to Q14 rather than past it. This error was fixed on the second day of collection. While nine respondents had already fully completed the survey, only one had selected 'Not applicable (not currently working or studying)' at Q13. This response was amended to remove the Q14 response as this question was not applicable to this respondent.

Figure C12

Scotland's Census 2021: Travel To Work/Study
Follow Up Questions
<p>Why do NRS collect information on work/study address?</p> <p>Information on address of work or study is used to explore the relationship between where people live and where they work or study.</p> <p>Along with information on method of travel to work/study address, it is used to identify commuter patterns and routes for transport planning.</p>
<p>14. Would you have felt more comfortable giving your work/study address in this questionnaire if you had known the above information?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No, please specify</p> <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 5px;"></div>

All respondents were shown the remaining follow up questions which will be used for analysis purposes.

Figure C13

Scotland's Census 2021: Travel To Work/Study
<p>15. We are interested to know how individuals answer these questions when they travel to more than one location for work/study. Which of the following apply to you (tick all that apply):</p> <p><input type="checkbox"/> I work in one location only</p> <p><input type="checkbox"/> I work in more than one location</p> <p><input type="checkbox"/> I study in one location only</p> <p><input type="checkbox"/> I study in more than one location</p>

Figure C14

Scotland's Census 2021: Travel To Work/Study
<p>16. Do you have any other comments about these sets of questions?</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes (please specify)</p> <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 5px;"></div>

Figure C15 - Age¹⁴, Student Status and Hours Worked Analysis Questions

Scotland's Census 2021: Travel To Work/Study
<p>17. What is your age?</p> <p><input type="radio"/> 16 - 24 years</p> <p><input type="radio"/> 25 - 34 years</p> <p><input type="radio"/> 35 - 44 years</p> <p><input type="radio"/> 45 - 54 years</p> <p><input type="radio"/> 55 - 64 years</p> <p><input type="radio"/> 65 - 74 years</p> <p><input type="radio"/> 75+ years</p>
<p>18. Are you a school-child or student in full-time education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>19. How many hours do you work in your main job?</p> <p><input type="radio"/> 15 or less hours</p> <p><input type="radio"/> 16 - 30 hours</p> <p><input type="radio"/> 31 - 48 hours</p> <p><input type="radio"/> 49 or more hours</p> <p><input type="radio"/> Do not work</p>

¹⁴ Initially there was an error in Q17 of this survey: the '65 – 74 years' response options was missing. This was pointed out by a respondent who indicate their age to be in the missing bracket. The error was fixed on the second day of collection. Of the nine full survey completions at this stage, two had selected '25 – 34 years', four had selected '45 – 54 years' and three had selected '55 – 64 years' (including the respondent who pointed out the issue). The age of the respondent who pointed out the error was corrected. All other responses were left as completed by respondents.

Annex D: Additional Travel Question Testing Results

1. Response Differences

There were 83 respondents who fully completed the survey. Of these, 75 gave equivalent answers in each question set. There were eight responses (of fully completed survey responses) where respondents answered differently between the two question sets either in work or study address type, work or study address or method of travel.

1.1. Work or study address type

Four respondents gave different address types at Set A and Set B:

Table D1

Set A	Set B
No fixed place	Work at the address below:
Work mainly at, or from, home	Work at the address below:
Work mainly at, or from, home	Work at the address below:
Work or study at a fixed address or report to a depot	No fixed place of work

The first two of these respondents noted later in the questionnaire that they work in multiple locations, which may be the reason they gave different address types in each set of questions. However, there is no indication of a reason for the latter two response differences. These may be due to respondent error at completion.

Due to the different address types given in each set, these respondents were routed differently in each set and so, for the first three respondents in table D1 above, the addresses and methods of travel are also inconsistent between the question sets. For the last respondent, the addresses in are inconsistent but the method of travel is consistent across data sets. When asked, three of these respondents said that they preferred Set B, the remaining respondent did not answer this question.

1.2. Work or study address only

There was one respondent who gave an address in Set B but did not give any address in Set A. When asked, this respondent said that they preferred Set B.

1.3. Method of travel only

Three responses had matching address type and addresses between Set A and Set B but had different responses for method of travel between the two sets. Two of

these are thought to be because of an survey routing error in Set A.¹⁵ The remaining difference was where a respondent had given 'Driving a car or van' as their method of travel in Set A and had given 'Passenger in a car or van' for their method of travel in Set B.

2. Preference between question sets

The 83 respondents who fully completed the survey were asked which set they found easier to answer. There were three respondents who did not answer this question. Of the remaining 80 respondents: 67 (83.8%) said that they found Set B easier to answer while 13 (16.3%) said that they found Set A easier to answer.

Those who said that they found Set A easier to answer made comments about it being faster, shorter and there being less questions. Some of these respondents said that they answered both sets with the same amount of ease.

While some respondents who said that they found Set B easier to answer mentioned that having already answered Set A may have been a factor, or that they found no difference in the ease of answering both question sets, there were a number of comments about factors which made set B easier to answer, including:

- Fewer multiple choice options making it easier to choose an answer.
- Wording of the questions being more straightforward, simple, direct and ultimately easier to understand.
- Routing of the question set making the questions flow better, allowing wording to be better tailored to person's situation and helping respondents focus on what they were being asked about.
- Structure and routing allowing the question set to be completed more quickly.

Some of these respondents also noted that they found Set A harder due to use of compound questions and some noted having made a mistake in Set A which they went back to correct after completing Set B.

2.1. Preference by age

Set B was preferred by the majority of respondents in every age group except those aged 65-74 where the preference between the question sets was split 50/50. It should be noted that this group only accounted for two respondents. Table D2 shows the percentage of respondents in each age bracket preferring each set.

¹⁵ Initially there was an error with the survey routing and those who selected 'No fixed place' were routed past Q4 instead of to it. This error was fixed on the second day of collection.

Table D2: Question Set Preference by Age

Age Group	All people	Set A (%)	Set B (%)
16 – 24 years	7	0.0	100.0
25 – 34 years	31	19.4	80.6
35 – 44 years	13	7.7	92.3
45 – 54 years	16	18.8	81.3
55 – 64 years	11	18.2	81.8
65 – 74 years	2	50.0	50.0
All people	80	16.3	83.8

2.2. Preference by work/study address types

Of the six respondents who reported working mainly at, or from, home in both sets of questions, three noted a preference for Set A, two for Set B and one said that they found both question sets simple.

There were only two respondents who reported having no fixed place of work in both question sets. Both of these noted a preference for Set A, one of these respondents said that this was because there was only one question.

2.3. Preference of those both working and studying

There were seven respondents who reported that they both worked and studied, all of whom either said that they preferred Question Set B or said that they answered both question sets with the same level of ease.

Of this respondent group, only one gave their study address rather than their work address. This respondent reported that they worked 16-30 hours per week and that they were a full-time student. One other respondent reported being a full-time student but gave their work address rather than their study address; this respondent reported working 31-48 hours per week.

The remaining respondents who reported both working and studying reported that they were not full-time students and that they worked either 16-30 or 31-48 hours per week. All of these respondents gave their work address rather than their study address.

2.4. Preference by number of work/study locations

Respondents were asked whether they worked/studied in one location or in more than one location. Table D3 shows the question set preference by number of locations of work and/or study. There are five respondents who either did not give a preference between question sets or who did not answer the question on how many locations they work/study in. These respondents have been removed from this table.

Set B was preferred by the majority of respondents in both groups.

Table D3: Preference by number of work/study locations

	All people	Set A (%)	Set B (%)
2+ Locations	23	17.4	82.6
1 Location	55	14.5	85.5
Total	78	15.4	84.6

3. Comfort in giving address

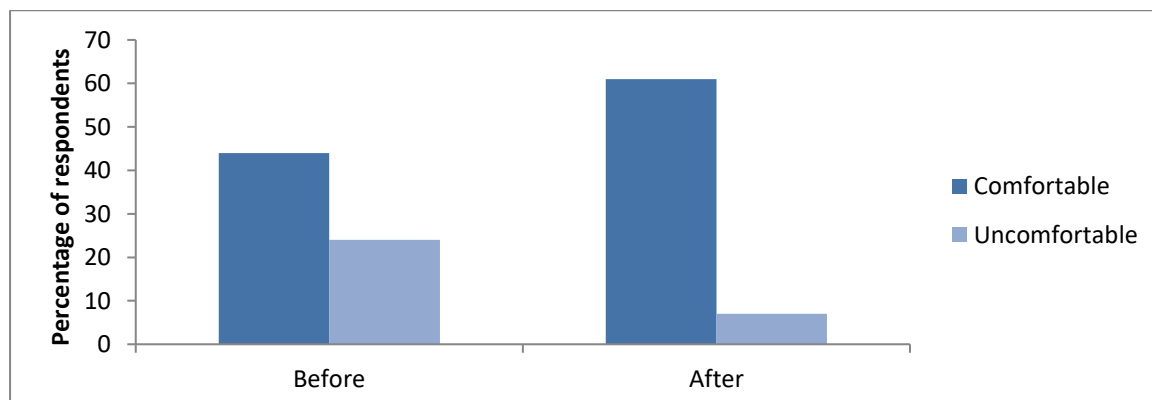
Respondents were asked if they felt comfortable giving their work/study address in this questionnaire. Of the 68 respondents who fully completed the survey and were required to give a work or study address in both question sets (i.e. did not report: working or studying at, or from, home; working offshore; having no fixed place of work or; being not currently working or studying), 24 (35.3%) said that they did not feel comfortable giving their work or study address. The remaining 44 (64.7%) said that they did feel comfortable giving their work or study address.

Respondents who said that they did not feel comfortable giving their address in this survey were shown information about why the census collects work or study addresses and were then asked if having this information at the time of completion would have made them feel more comfortable giving the appropriate address. The information shown can be seen in Annex B.

Of the 24 respondents who initially said that they did not feel comfortable giving their work or study address, 17 said that having the additional information, about why work or study address was being collected, would have made them feel more comfortable giving the appropriate address. The remaining seven said that having the additional information would not have made them feel more comfortable giving their work/study address.

Figure D1 shows the comfort respondents felt giving their work/study address, before and after being shown additional information about why this information is collected.

Figure D1. Comfort giving work/study address



Those who said that they would still feel uncomfortable were asked to specify why they thought this was. Responses included concerns about privacy, comments that only the postcode was needed and indication that the purpose of collecting this data was still not clear.

One respondent noted that they were wary about providing their personal information, however they also noted that they would likely provide this for an official census as they said that they trust the organisation.